**CCSS ELA Language (Part 2)**

**Vocabulary Acquisition and Use Continuum (8-12)**

Coding: **Boldface** = New learning *Italics* = Same learning from previous grade level(s)Highlighted = Power Standard

CAPS = Visual aid to locate similar learning in multiple grades

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| **Code** | | **8** | **9-10** | | **11-12** | |
| **Key Ideas and Details** | | | | | | |
| **L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,**  **analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.** | | | | | | |
| **L.4** | L.8.4 *Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on* **grade 8** *reading and content, choosing flexibly from a range of strategies.*  (WORD MEANING)  CONTEXT CLUES   1. *Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.*   WORD ROOTS / AFFIXES   1. *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word* **(e.g., precede, recede, secede).**   REFERENCE MATERIALS   1. *Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.* 2. *Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).* | | | L.9-10.4 *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on* **grades 9–10** *reading and content, choosing flexibly from a range of strategies.*  (WORD MEANING)  CONTEXT CLUES   1. *Use context (e.g., the overall meaning of a sentence, paragraph,* **or text***; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.*   WORD ROOT-CHANGE PATTERNS   1. **Identify and correctly use patterns of** *word* **changes that indicate different** *meanings* **or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).**   REFERENCE MATERIALS   1. *Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech*, **or its etymology.** 2. *Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).* | | L.11-12.4 *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on* **grades 11–12** *reading and content, choosing flexibly from a range of strategies.*  (WORD MEANING)  CONTEXT CLUES   1. *Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.*   WORD ROOT-CHANGE PATTERNS   1. *Identify and correctly use patterns of word changes that indicate different meanings or parts of speech* **(e.g., conceive, conception, conceivable).**   REFERENCE MATERIALS   1. *Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology,* **or its standard usage.** 2. *Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).* |
| **L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.** | | | | | | |
| **L.5** | L.8.5 *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*  (WORD MEANING)  FIGURES OF SPEECH   1. *Interpret figures of speech* **(e.g., verbal irony, puns)** *in context.*   WORD RELATIONSHIPS   1. *Use the relationship between particular words to better understand each of the words*.   CONNOTATIONS/DENOTATIONS   1. *Distinguish among the connotations (associations) of words with similar denotations (definitions)* (**e.g., bullheaded, willful, firm, persistent, resolute).** | | | L.9-10.5 *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*  (WORD MEANING)  FIGURES OF SPEECH   1. *Interpret figures of speech* **(e.g., euphemism, oxymoron)** *in context and analyze their role in the text.*   DENOTATIONS   1. **Analyze nuances** *in the meaning of words with similar denotations.* | | L.11-12.5 *Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*  (WORD MEANING)  FIGURES OF SPEECH   1. *Interpret figures of speech* **(e.g., hyperbole, paradox)** *in context and analyze their role in the text.*   DENOTATIONS   1. *Analyze nuances in the meaning of words with similar denotations.* |

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| **Code** | **8** | **9-10** | **11-12** |
| **Knowledge of Language** | | | |
| **L.CCR.6 Acquire and use accurately a range of general academic and domain-specific words and phrases**  **sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.** | | | |
| **L.6** | L.8.6 *Acquire and use accurately* **grade appropriate** *general academic and domain specific**words and phrases; gather vocabulary**knowledge when considering a word or phrase important to comprehension or expression.* | L.9-10.6 *Acquire and use accurately general academic and domain-specific words and phrases,* **sufficient for reading, writing,****speaking, and listening at the college and**  **career readiness level; demonstrate**  **independence in** *gathering vocabulary*  *knowledge when considering a word or phrase important to comprehension or expression.* | L.11-12.6 *Acquire and use accurately*  *general academic and domain-specific*  *words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* |

**CCSS Note on range and content of student language use:** To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.